

#### OVERVIEW

ATLANTIC

HAMILTON TWP

GRADE SPAN 06-08

WILLIAM DAVIES MIDDLE SCHOOL

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	52	45	29%
College and Career Readiness	42	35	50%
Student Growth	56	49	100%

#### Improvement Status

N/A

#### Rationale

N/A

**Very High Performance** is defined as being equal to or above the 80th percentile.

**High Performance** is defined as being between the 60th and 79.9th percentiles.

**Average Performance** is defined as being between the 40th and 59.9th percentiles.

**Lagging Performance** is defined as being between the 20th and 39.9th percentiles.

**Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

#### Academic Achievement

This school outperforms **45%** of schools statewide as noted by its statewide percentile and **52%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **29%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

#### College and Career Readiness

This school outperforms **35%** of schools statewide as noted by its statewide percentile and **42%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

#### Student Growth

This school outperforms **49%** of schools statewide as noted by its statewide percentile and **56%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

### DEMOGRAPHIC INFORMATION

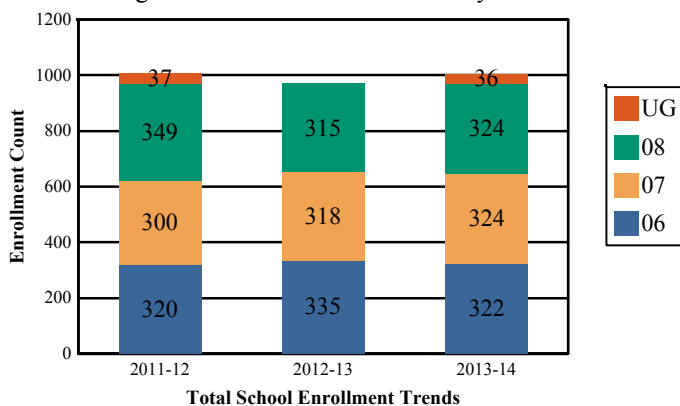
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#### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

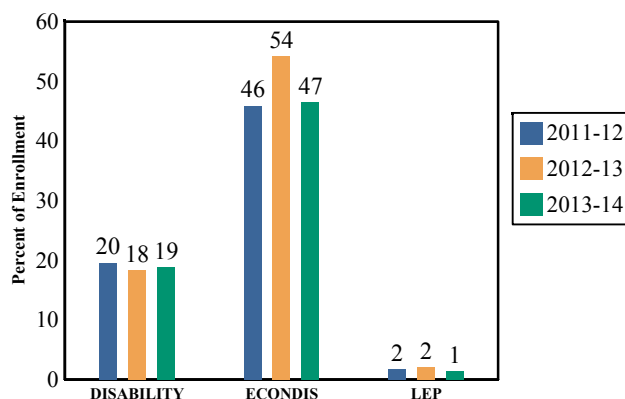


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2011-12	1,006
2012-13	968
2013-14	1,006

#### Enrollment Trends by Program Participation



#### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	189	19%
Economically Disadvantaged Students	468	46.5%
Limited English Proficient Students	15	1.5%

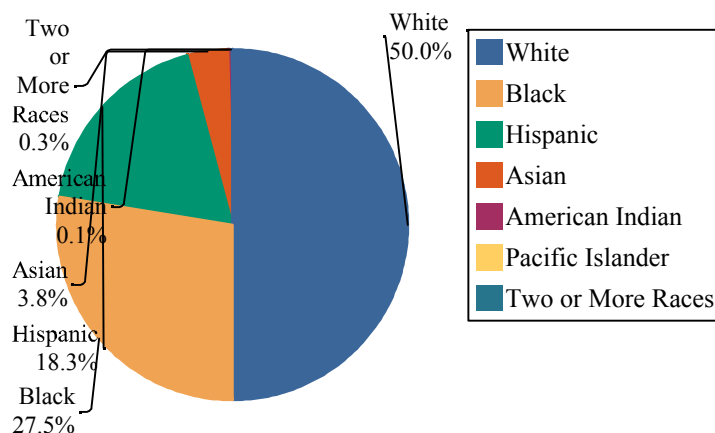
#### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	94.8%
Spanish	3.2%
Chinese	0.3%
Creoles and pidgins	0.3%
Arabic	0.2%
Twi	0.2%
Other	1.0%

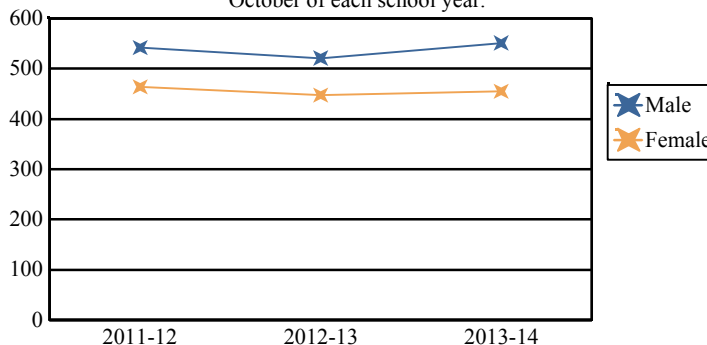
#### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



#### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	542	464
2012-13	521	447
2013-14	551	455

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#### GRADE SPAN 06-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	68%	65	47	29%
NJASK Math Proficiency and above	71%	39	42	29%
<b>SUMMARY - Academic Achievement</b>		52	45	29%

#### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

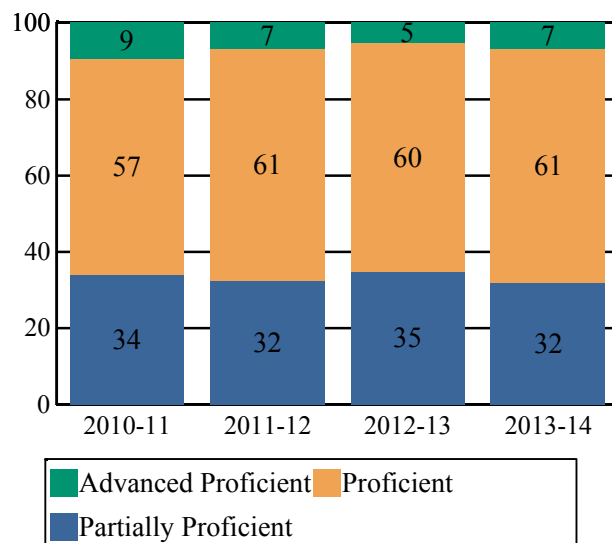
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	827	68.2	74.5	NO
White	455	76.9	79.2	YES*
Black	203	47.3	63.8	NO
Hispanic	134	64.2	73.4	NO
American Indian	-	-		--
Asian	34	94.1	81.8	YES
Two or More Races	-	-		--
Students with Disability	158	20.9	44.9	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	416	57	65.8	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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#### NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

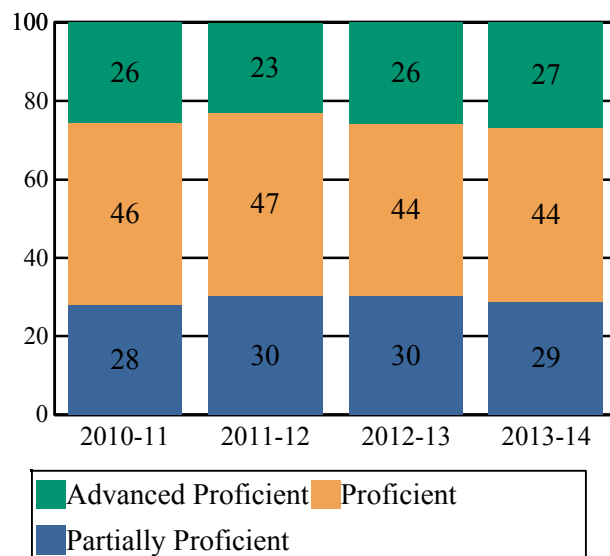
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	831	71.2	79.1	NO
White	455	78	83.9	NO
Black	204	52.5	68.4	NO
Hispanic	137	70.8	75.7	YES*
American Indian	-	-		--
Asian	34	94.1	89.4	YES
Two or More Races	-	-		--
Students with Disability	159	30.2	52.1	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	420	61.2	71.7	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	3%	61%	35%
White	4%	70%	27%
Black	0%	43%	57%
Hispanic	0%	57%	43%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	25%	75%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	1%	51%	48%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - Language Arts Literacy Grade Level - 07

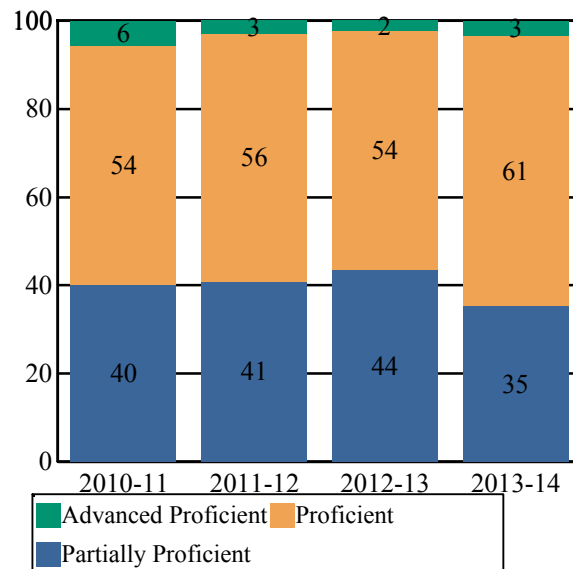
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	49%	39%
White	19%	50%	31%
Black	3%	45%	53%
Hispanic	7%	48%	45%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	2%	9%	89%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	7%	43%	50%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

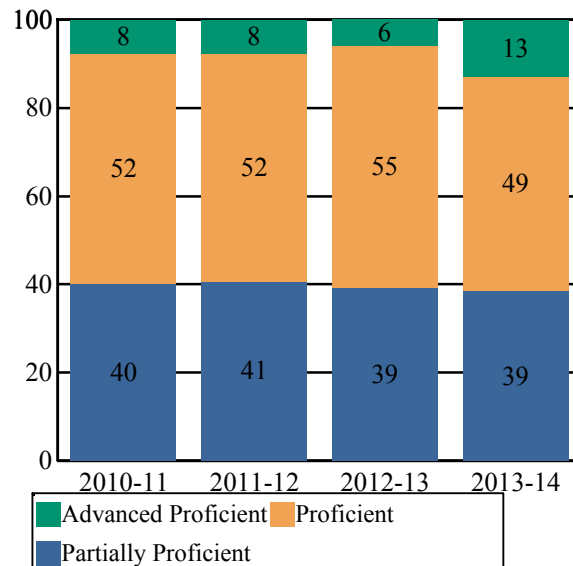
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 08

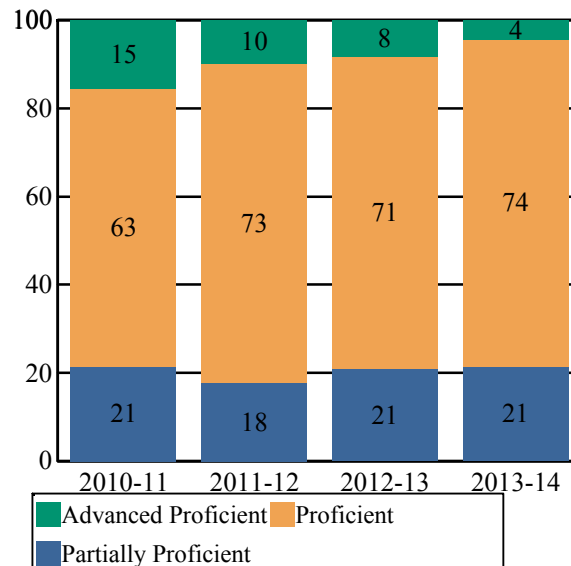
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	74%	21%
White	5%	85%	10%
Black	3%	48%	49%
Hispanic	2%	78%	20%
American Indian	-	-	-
Asian	13%	87%	0%
Two or More Races	-	-	-
Students with Disability	0%	27%	73%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	66%	32%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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#### NJASK Results - MATH Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	30%	52%	18%
White	41%	47%	13%
Black	5%	66%	29%
Hispanic	17%	60%	23%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	12%	31%	58%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	13%	63%	24%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - MATH Grade Level - 07

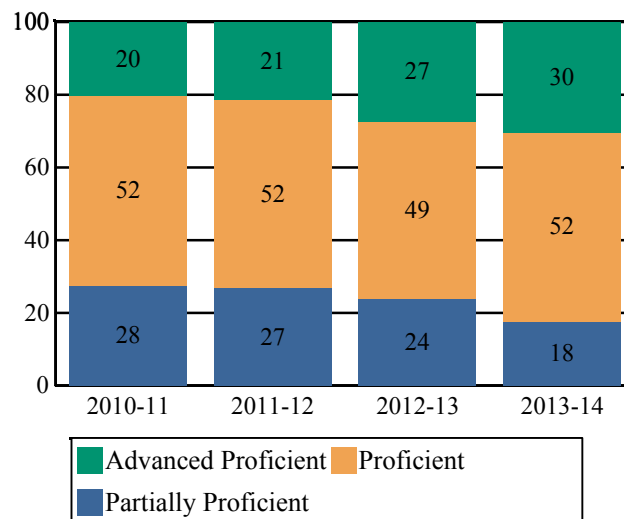
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	21%	43%	37%
White	29%	42%	30%
Black	7%	36%	57%
Hispanic	17%	55%	29%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	4%	11%	85%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	13%	37%	49%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

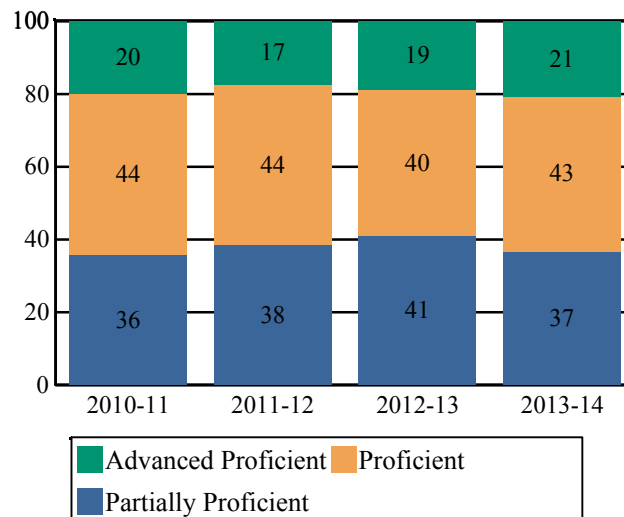
#### NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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#### NJASK Results - MATH Grade Level - 08

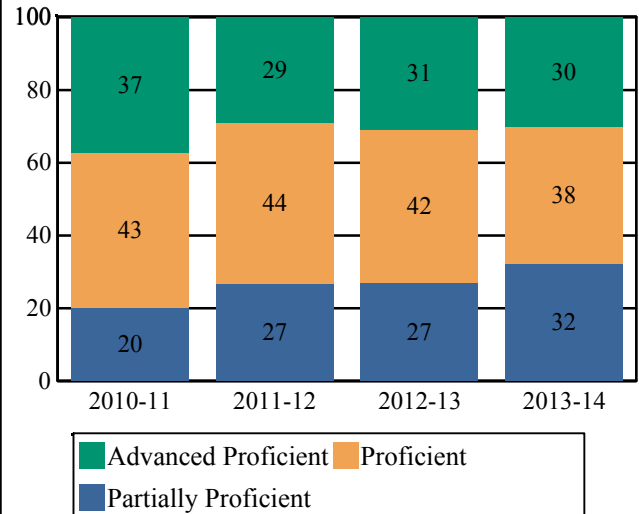
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	30%	38%	32%
White	36%	41%	24%
Black	10%	38%	52%
Hispanic	32%	32%	36%
American Indian	-	-	-
Asian	67%	27%	7%
Two or More Races	-	-	-
Students with Disability	2%	33%	65%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	38%	42%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### 2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9



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#### NJASK Results - Science Grade Level - 08

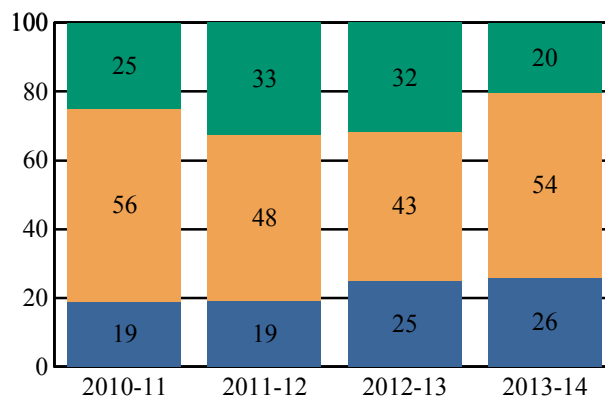
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	54%	26%
White	26%	58%	16%
Black	8%	45%	46%
Hispanic	11%	60%	30%
American Indian	-	-	-
Asian	53%	40%	7%
Two or More Races	-	-	-
Students with Disability	0%	29%	71%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	14%	50%	37%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

#### COLLEGE AND CAREER READINESS

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	31%	65	53	20%	YES
Chronic Absenteeism (%)	13%	19	16	6%	NO
Summary		42	35		50%

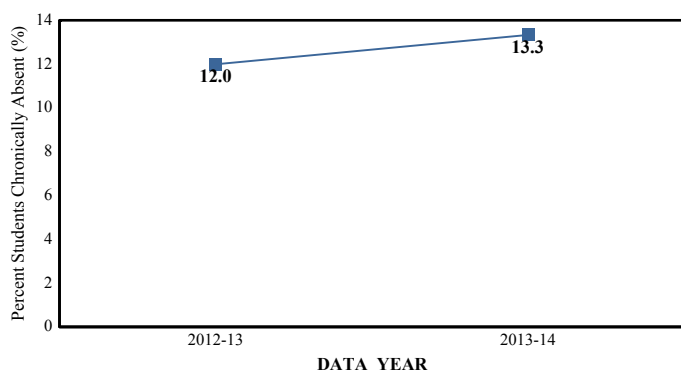
#### Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	31%
Algebra grade (C or better)	99%

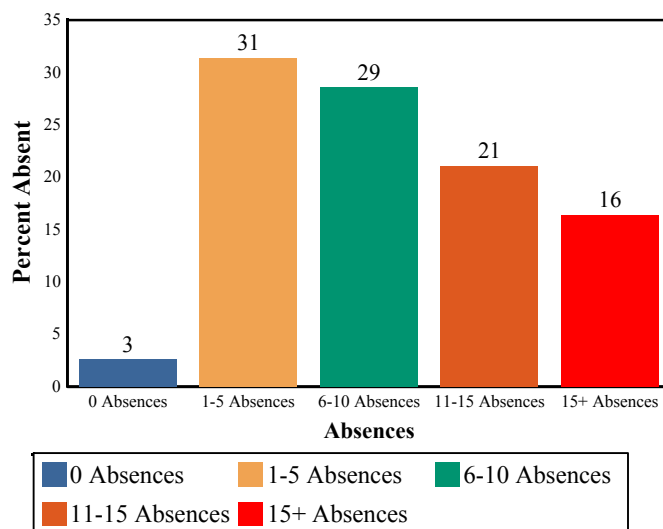
#### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



#### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	49	62	53	35	YES
Student Growth on Math	48	49	45	35	YES
		56	49		100%

### Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

#### Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	16%	10%	7%
Proficient	17%	23%	20%
Advanced Proficient	0%	2%	5%

#### Math

	GROWTH		
	Low	Typical	High
Partially Proficient	17%	9%	5%
Proficient	14%	16%	14%
Advanced Proficient	4%	8%	13%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

#### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

#### Grade Level - 06

#### Grade Level - 06

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	260	300
75th	221	230
50th	206	211
25th	189	192
0th	145	100

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	250	259
50th	221	228
25th	201	201
0th	132	100

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap

32

38

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap

49

58

#### Grade Level - 07

#### Grade Level - 07

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	277	300
75th	233	234
50th	208	211
25th	181	188
0th	108	100

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	236	250
50th	208	214
25th	184	184
0th	123	100

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap

52

46

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap

52

66

### WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC

HAMILTON TWP

GRADE SPAN 06-08

WILLIAM DAVIES MIDDLE SCHOOL

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

#### Grade Level - 08

#### Grade Level - 08

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	260	300
75th	229	238
50th	215	221
25th	201	204
0th	155	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	34

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	250	259
50th	212	227
25th	184	192
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	66	67

**SCHOOL CLIMATE**

ATLANTIC

HAMILTON TWP

GRADE SPAN 06-08

WILLIAM DAVIES MIDDLE SCHOOL

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 55 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	14.6%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	11
Administrators	252



**SCHOOL PEER GROUP****WILLIAM DAVIES MIDDLE SCHOOL****01-1940-120**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

	<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
	ATLANTIC	FOLSOM BORO	FOLSOM ELEMENTARY SCHOOL	01-1540-050 PK-08		38.3%	0.0%	17.1%
	ATLANTIC	HAMILTON TWP	WILLIAM DAVIES MIDDLE SCHOOL	01-1940-120 06-08		46.5%	1.5%	17.9%
	ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP MIDDLE SCHOOL	01-3480-025 05-08		43.4%	0.0%	16.9%
	ATLANTIC	SOMERS POINT CITY	JORDAN ROAD ELEMENTARY SCHOOL	01-4800-055 KG-08		68.2%	5.0%	15.1%
	BERGEN	LODI BOROUGH	THOMAS JEFFERSON MIDDLE SCHOOL	03-2740-067 06-08		66.4%	3.4%	11.5%
	BERGEN	LYNDHURST TWP	JEFFERSON SCHOOL	03-2860-080 04-08		32.6%	1.8%	27.1%
	BERGEN	TEANECK TWP	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-5150-060 05-08		42.4%	1.0%	22.4%
	BERGEN	TEANECK TWP	THOMAS JEFFERSON MIDDLE SCHOOL	03-5150-070 05-08		36.8%	1.2%	21.2%
	BURLINGTON	DELANCO TWP	WALNUT STREET SCHOOL	05-1030-060 06-08		41.0%	0.0%	18.0%
	BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070 05-08		52.7%	2.5%	14.8%
	CAMDEN	BELLMAWR BORO	BELL OAKS UPPER ELEMENTARY SCHOOL	07-0260-015 05-08		53.2%	2.6%	13.4%
	CHARTERS	GREATER BRUNSWICK CS	GREATER BRUNSWICK CHARTER SCHOOL	80-6635-930 KG-08		63.4%	4.2%	13.6%
	CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS	80-7830-980 KG-08		51.6%	0.0%	6.2%
	CUMBERLANI	MAURICE RIVER TWP	MAURICE RIVER TOWNSHIP ELEMENTARY SCHOOL	11-3050-065 PK-08		41.0%	0.0%	16.4%
	GLOUCESTER	DEPTFORD TWP	MONONGAHELA MIDDLE SCHOOL	15-1100-045 07-08		43.4%	0.2%	17.0%
	GLOUCESTER	GREENWICH TWP	NEHAUNSEY MIDDLE SCHOOL	15-1830-060 05-08		37.5%	0.0%	21.3%
	HUDSON	KEARNY TOWN	SCHUYLER ELEMENTARY SCHOOL	17-2410-110 PK-08		49.8%	0.4%	11.5%
	HUDSON	NORTH BERGEN TWP	FRANKLIN ELEMENTARY SCHOOL	17-3610-060 01-08		58.6%	4.3%	16.7%
	HUNTERDON	HAMPTON BORO	HAMPTON BOROUGH PUBLIC SCHOOL	19-1970-050 PK-08		40.2%	0.0%	16.4%
	MERCER	EWING TWP	GILMORE J FISHER MIDDLE	21-1430-060 06-08		43.0%	1.3%	20.0%
	MIDDLESEX	SAYREVILLE BORO	SAYREVILLE MIDDLE SCHOOL	23-4660-055 06-08		38.1%	1.0%	19.2%
	MIDDLESEX	WOODBRIIDGE TWP	AVENEL MIDDLE SCHOOL	23-5850-045 06-08		51.6%	0.3%	10.0%
	MIDDLESEX	WOODBRIIDGE TWP	FORDS MIDDLE SCHOOL	23-5850-070 06-08		49.8%	0.1%	10.7%
	MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE MIDDLE SCHOOL	23-5850-090 06-08		50.0%	0.2%	11.3%
	MORRIS	WHARTON BORO	ALFRED C. MACKINNON MIDDLE SCHOOL	27-5770-030 06-08		44.6%	1.4%	16.1%
	OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL MIDDLE SCHOOL	29-0770-050 07-08		36.7%	0.5%	20.1%
	OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL SOUTH	29-5190-061 06-08		35.6%	0.0%	16.5%
	PASSAIC	WOODLAND PARK	MEMORIAL MIDDLE SCHOOL	31-5690-070 05-08		48.1%	2.2%	16.9%
	SALEM	QUINTON TWP	QUINTON TOWNSHIP SCHOOL DISTRICT	33-4280-050 PK-08		42.4%	0.0%	11.3%
	SOMERSET	MANVILLE BORO	ALEXANDER BATCHO INTERMEDIATE SCHOOL	35-3000-065 06-08		50.5%	1.7%	17.5%
	UNION	LINDEN CITY	MYLES J. MCMANUS MIDDLE SCHOOL	39-2660-060 06-08		52.0%	1.4%	15.2%